

DOCUMENT RESUME

ED 095 042

SO 007 660

AUTHOR Saad, Geti, Comp.
TITLE Selected Bibliography and Abstracts of Educational Materials in Pakistan. Volume 6, Number 4, 1972. Period Covered October-December 1972.
SPONS AGENCY National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
REPORT NO TT-72-53188-4
PUB DATE Dec 72
NOTE 57p.; Related documents are ED 074 847, 086 579, and SO 007 659

EDRS PRICE MF-\$0.75 HC-\$3.15 PLUS POSTAGE
DESCRIPTORS Adult Education; *Annotated Bibliographies; Comparative Education; Curriculum Development; *Educational Administration; *Educational Finance; Educational Objectives; *Educational Policy; *Educational Research; Elementary Education; National Programs; Secondary Education; Social Sciences; Teacher Education; Womens Education
IDENTIFIERS *Pakistan

ABSTRACT

This annotated bibliography lists 104 entries of selected educational materials in Pakistan covering the period from October to December 1972. The materials are organized into 30 topical categories as listed for related document ED 074 847. A new section is added on nationalization of education. The materials are drawn from a variety of Pakistani journals, newspapers, and government publications. (KSM)

ED 095042

TT 72-53188/4

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AND ABSTRACTS
SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS
IN PAKISTAN

Vol. 6 No.4, 1972.

Period Covered

October — December 1972

Compiled for the Office of Education, U.S. Department
of Health, Education and Welfare, and the National
Science Foundation, Washington, D.C. by Mrs. Geti Saad.

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ADMINISTRATION, ORGANIZATION FINANCING OF EDUCATION

1. REAZ, Mirza. Ta'aleemi Idaron Mein Discipline Ki Zarurat (The Need of Discipline in Educational Institutions) --- Imroz (Lahore) October 8, 1972 (U).

Every system of education requires a scholastic atmosphere in the educational institutions to flourish. Unfortunately, no such atmosphere exists in our institutions. There is a total lack of peaceful atmosphere in the institutions. Strikes by students have become the order of the day. The adoption of unfair means in examinations has opened up new vistas of corruption.

The reasons are 1) The adoption of the so-called American formula also known as 'Educational Psychology' and the consequent loss of respect and consideration for the teacher; (2) The ever-increasing number of students in schools and colleges; (3) The lack of recreational facilities in educational institutions; and (4) Inefficient administration and resulting in lack of discipline.

The corrective measures suggested are: a) a strong system of proctors should be introduced in all educational institutions; b) students should be kept away from active politics as far as practicable; and c) a proper distance should be maintained between a teacher and a student.

ADULT EDUCATION

2. MUJAHID, Shariful. Bold and Imaginative --- Sun (Karachi) October 7, 1972.

The broad features of the proposed crash program of adult literacy drawn up by the Government show a bold and imaginative approach on the part of planners. About 10,000 adult literacy centers would be opened by 1980, and an army of teaching adults would be provided in schools, factories, farms, and community centers, so that an illiterate adult may not feel discouraged by the fact that the time spent in teaching himself would in any way interfere with his hours of work or affect his earnings.

Adult literacy drive would, however, be meaningless unless further illiterates are not produced, and adequate provision is not made for educating the children of school-going age. Thus to be successful, any literacy program must not only concentrate on the present adult illiterates, but also take care of the would-be illiterates. Hence the need for universal and free education.

AGRICULTURAL EDUCATION

3. ALI, Wajid. Rural Schools --- Dawn (Karachi) November 18, 1972.

Here are some suggestions regarding rural education: In rural areas the school could become the hub of rural development in the villages. It should produce modern farmers and farm workers and not the future unemployed for the large towns. Rural schools could be joined to farms or agricultural undertakings on which the people in the final classes could work and become familiar with modern farming methods. The profits derived from the farm could go toward covering in part the expenses of the school.

The syllabi of the rural schools should be revised. A rural teachers' training college should be used for giving training to the village councilors or elders. This would help combat the school drop-out rate, which is very high.

Vocational training in Pakistan should be ^{of} short duration and should start at an early age. General education needs to be modernized and given a scientific, vocational and polytechnic bias.

The services for popularizing better agricultural production methods should be expanded and improved. We should not send our students abroad to get higher education in agricultural fields.

CHILDHOOD EDUCATION

4. AKHTAR, Raja Mahmood. Bachchey Ki Shakhsyat Ka Jaiza (Analysis of a Child's Personality) --- Sanvi Ta'aleem (Lahore) 6(3): 43-59. December, 1972 (U).

In counseling and guidance the first step is to find out the real personality of the child. The job of guidance is impossible without

the analysis of the personality. In the West various methods are employed to gauge the personality of the child. Some methods throw light on the individual characteristics of the child and others show his personality in relation to the group. In fact, all the methods that tell something about the personality of the child are useful.

In order to find out individual inventory the following aspects of child's life are to be noted: 1) position in family and society; 2) activities in classroom and school; 3) educational aptitude; 4) study; 5) physical and mental health; 6) activities outside school; 7) educational and professional interests; 8) special likings; 9) collective record; 10) special events; 11) power of observation; 12) through autobiography; and 13) questions. These aspects are discussed briefly.

CURRICULUM

5. RAZA, Syed Jafar. Agar Moujuda Nisab Youn Ho Tou ... (If the Present Curriculum is Like This ...) --- In: Qaumi Ta'aleem, 74-77. Karachi, Government College of Education. 1972 (U).

The disregard for moral laws and good character in Pakistan may be traced in the educational system of the country. Emotionally we are thoroughly involved whenever the name of Islam comes in, but Islamic teachings are conspicuous by their absence in our educational system. All of us believe in the Holy Quran, but its teachings find no place in our educational scheme. It is incorrect to presume that modern knowledge is the fruit of Western efforts. A careful study of the Holy Quran will tell a different story. The Holy Quran is not a thing of rapid reading. We should include the teachings of Quran in our syllabi.

The curriculum should be devised with the appropriate teachings of the Holy Quran as the source material. In this way we will not require the teachings of religious knowledge as a separate subject. The subject of Islamiyaat is not meant for Muslim students, it is for non-Muslims.

DEVELOPMENT OF EDUCATION

6. MUGHNI, Rehana. Pakistan Mein Ibtidai, Sanuwi-o-A'ala Ta'aleem Ka Irteqa Aur Taraqqi (Progress and Development of Primary, Secondary and Higher Education in Pakistan) --- In: Mubdiyaat-e-Ta'aleem, 136-145. Karachi, Kifaiyat Academy. 1971 (U).

This is a brief report of educational development in Pakistan in the field of primary, secondary and higher education. In spite of various efforts in the past, much has yet to be done in all fields of education. So far as primary education is concerned, it does not promise to fulfil the needs of the country. Teachers in majority of primary schools have remained untrained and poorly paid, with the result that the standard of education has been constantly falling. In secondary education the emphasis remained on art education which failed to provide complete education as a group. Its role was to prepare students for college and university education. In universities the standard of education did not improve much and the continuity of education was interrupted time and again by student demonstrations and strikes.

The structure, purpose, and curriculum of primary, secondary and higher education have also been briefly discussed.

EDUCATION GOALS

7. FAROOQI, Ibadullah. Ta'aleem-o-Tarbiyat Ka Maqsad Aur Jiballation Ki Tehzeeb (The Objectives of Education and Training and Refinement of Instincts) --- Ta'aleem-o-Tadrees (Lahore) 6(1): 43-55. October, 1972(U).

The main purpose of education is an all-round development of the child's personality, which includes his physical, mental, and spiritual make-up. This individual development should be followed by the ability to deal with, and live in, the society as its useful part. A teacher is required always to keep in mind the following aims while teaching his students: 1) to provide opportunities of constructive work to children; 2) to present higher values of life for moral and spiritual education; 3) to provide knowledge about the past heritage; and 4) to develop a sense of cooperation among children.

The last objective of education is the refinement of human instincts. The various instincts of children are briefly discussed and it is shown how these instincts can be refined leading to a healthy development of the personality of the child.

8. KHAN, Ashfaq Ali. Nationally-Oriented Education --- Pakistan Educational Review (Islamabad) Issue No. 12: 36. October, 1972.

One of the basic reasons why higher education has failed to fully serve the purpose of free nationhood, is the slow growth of nationally-oriented education. Western influence in the field of education is the main cause of neglect of nationally-oriented education.

The failure to produce nationally-oriented knowledge in the social sciences has not only made college education less fruitful, but also hindered economic development and consequently the growth of the right type of educational facilities. The writer briefly points out the reasons why Western education and its reading material are harmful. It is suggested that we should produce our own reading material so that our students acquire knowledge in its true perspective.

9. MUGHNI, Rehana. Maqasid-e-Ta'aleem (Objectives of Education) --- In: Mubadiyat-e-Ta'aleem, 16-26. Karachi, Kifaiyat Academy. 1971 (U).

Educational objectives are often governed by the need of the society or state. In the past various societies had fixed different aims and objects of education. In some societies the main purpose of education was the development of the individual, whereas in some other societies the emphasis was on the state itself. These objectives of education have been changing with the times.

Today the important objectives of education are: 1) economic development; 2) educational development; 3) moral development; 4) balanced development of the personality; and 5) adjustment with environment. The merits and demerits of these objectives are discussed and it is concluded that adjustment with environment is the real objective of education it covers the over-all development of the individual in the society.

EDUCATION PLANNING

10. HUSSAIN, Syed Iqbal. Hamara Nizam-e-Ta'aleem (Our Education System)
--- Mashriq (Karachi) November 18, 1972 (U).

The present Government has tried to remove the defects in the system of education, but tangible results are yet to be achieved. Fundamental changes should be introduced to bring the system of education in line with the demands of the modern world. The experience gained by the Federal Republic of Germany in this field should serve as a model. In Germany every year a symposium of students, teachers, and parents is held. They exchange views on different problems relating to education and try to find their solution. Every group that takes part in the symposium presents its solutions which are forwarded to the government. The government then examine the recommendations and after consideration and necessary changes incorporates them into the guidelines of its educational policy. This method of framing the educational policy has been regarded as most successful. In Pakistan, however, the procedure is quite different. Here the educational policy is framed by those who know neither the subject of education, nor the problems and difficulties of the students. The result is that the policy so framed soon proves a failure.

11. LATEEF, Khalid. Hamara Me'ar-e-Ta'aleem (Our Standard of Education)
--- Mashriq (Karachi) October 26, 1972 (U).

The share of the students in bringing down the standard of education is debatable. It can, however, be said that they have done nothing to make it a success or to restore confidence in Pakistani degrees and certificates.

The low standard of education means that the students lack the passion for education. Of course, some of our students are hard working and talented.

The question that is agitating the minds of the educationists and experts is how to raise the standard of education. We have to go deep into the causes of the problem. This is the joint responsibility of both the students and the teachers. At present, the student community is playing an important part in the affairs of the country. It has been given representation in the administration of education.

12. NUZHAT, Rehana Khatoon. Hamari Ilmi Pasmandagi Key Asbaab (Reasons of Our Educational Backwardness) --- In: Qaumi Ta'aleem, 115-117. Karachi, Government College of Education. 1972 (U).

Knowledge is the corner-stone of human progress. Backwardness of many countries is mainly due to the neglect of education which is the fountainhead of knowledge. General progress is a far fetched dream without progress in the field of education. It is the responsibility of the government to provide useful education to its citizens. The type and method of education are determined by the government, which possess all the resources of the country. If proper type of education is not provided to the citizens, as is happening in our own country, there can be no progress. We are independent today, but our educational setup is the same that the British had thrust upon us in their own interest. Of course, education is spreading, but this education has nothing to do with our material or moral progress.

There is a brief mention of the reasons that are thwarting our progress in the field of learning and are creating a sense of desperation.

13. YAQOUB, S.M. Ta'aleem Aur Berozgari (Education and Unemployment) --- Hurriyat (Karachi) October 23, 1972 (U).

Nobody can deny the importance and need of the revolutionary steps the Government has taken by nationalizing all educational institutions. Now the percentage of illiteracy will be reduced. All children will get equal opportunity to go to school. But one important aspect that the Government has not taken into account is the fact that after a few years, when a large number of children will leave the schools, colleges and universities, the problem of unemployment will become more acute and dangerous than today. The number of the unemployed will go on multiplying unless the Government creates job opportunities for them. If we fail to realize the importance of this aspect and to plan properly for the future needs we shall again face shortage of hands in one field and redundancies in others.

EDUCATION REFORMS

14. KALIM, M. Siddiq. The Level of Instructional Activity --- Pakistan Times (Lahore) November 28, 1972.

Instructional activity in our institutions is generally unrelated to the reality in which we live and is, therefore, uninteresting. This is one of the major reasons for the heavy drop-out at the primary level of education. Our schools have no place for the emotional education of children in their program. The teacher still believes in the use of the rod to curb the exuberance of the young child. This has given rise to growing absenteeism among the students. They also resort to various kinds of mischiefs and practical jokes in classrooms. In our colleges and universities the basic technique is lecturing. There is no attempt to relate theory to practice.

It is suggested that our instructional activity should be reorganised on modern lines and relate it to the life around us at all levels. We should make education realistic, experimental and analytical. Only then we can hope to achieve a new synthesis of theory and practice and expand the frontiers of knowledge.

ELEMENTARY AND SECONDARY EDUCATION

15. Bureau of Education. High Schools --- In: Educational Statistics for Punjab for 1970-71, 31-41. Lahore, Bureau of Education. October, 1972.

This statistical report compiled by the Bureau covers middle schools of the Punjab province of Pakistan.

There are 11 tables showing: 1) summary of statistics on high schools, 2) number of high schools; 3) enrollment of high schools; 4) teaching staff in high schools; 5) number of teachers by professional qualifications in high schools for boys; 6) number of teachers by professional qualifications in high schools for girls; 7) expenditure on high schools; 8) number of high schools according to size of enrollment; 9) number of high schools according to strength of teaching staff; 10) statistics on high schools in rural areas; and 11) statistics on high schools since 1960-61.

16. Bureau of Education. Middle Schools --- In: Educational Statistics for Punjab for 1970-71, 20-30. Lahore, Bureau of Education. October, 1972.

This statistical report compiled by the Bureau covers middle schools of the Punjab province of Pakistan.

There are 11 tables showing: 1) summary of middle schools; 2) number of middle schools; 3) enrollment of middle schools; 4) teaching staff in middle schools; 5) number of teachers by professional qualifications in middle schools for boys; 6) number of teachers by professional qualifications in middle schools for girls; 7) expenditure in middle schools; 8) number of middle schools according to size of enrollment; 9) number of middle schools according to strength of teaching staff; 10) statistics on middle schools in rural areas; and 11) statistics on middle schools since 1960-61.

17. Bureau of Education. Primary Schools --- In: Educational Statistics for Punjab for 1970-71, 9-19. Lahore, Bureau of Education. October, 1972.

This statistical report compiled by the Bureau covers primary schools of the Punjab province of Pakistan.

There are 11 tables showing: 1) summary of statistics on primary schools; 2) number of primary schools; 3) enrollment of primary schools; 4) teaching staff in primary schools; 5) number of teachers by professional qualifications in primary schools for boys; 6) number of teachers by professional qualifications in primary schools for girls; 7) expenditure on primary schools; 8) number of primary schools according to size of enrollment; 9) number of primary schools according to strength of teaching staff; 10) statistics on primary schools in rural area; and 11) statistics on primary schools since 1960-61.

18. Bureau of Education. Students by Grades, Age Groups and Repeaters in Schools --- In: Educational Statistics for Punjab for 1970-71, 42-47. Bureau of Education. October, 1972.

This statistical report compiled by the Bureau covers information of students by grades, age groups and repeaters in schools of the Punjab province of Pakistan. The information is provided division-wise.

There are 6 tables showing: 1) number of boys by grades at primary level of education; 2) number of girls by grades at primary level of education; 3) number of boys by grades at secondary level of education; 4) number of girls by grades at secondary level of education; 5) students by age group and sex in schools, and 6) repeaters by grades in schools.

19. DAUOOD, Mohammed Suleman. Primary School Mein Groh Bundi Key Liye Intekhaab (Selection for Grouping in Primary School) --- Ta'aleem-o-Tadrees (Lahore) 6(1): 16-30. October, 1972 (U).

Grouping of pupils of equal aptitude and intelligent has been practised in America and Britain for the last 30 years. The pupils of a class are divided into small groups according to their intelligence and aptitude. Internal tests and teachers' reports are consulted for this purpose. This system of grouping was first suggested in England in 1931, so that arrangements could be made for teaching every group according to its intelligence quotient.

This grouping has been under constant criticism, and much has been done to find out if this method has any real value. The writer discusses the relevant researches and criticisms. He concluded that still it is not clear how far this grouping is useful. In many schools this practice of grouping has been discontinued. The complexities of the problem are briefly discussed.

20. FIKREE, Abdul Majeed Khan. Ta'ameer-e-Shakhsiyat Mein Madrassy Ki Ahmiyat (Importance of School in Character Building) --- In: Qaumi Ta'aleem, 87-89. Karachi, Government College of Education. 1972(U).

The importance of school in the character-building of students cannot be overemphasized. Schools prepare the youth for the coming life. The child of today will be the man of tomorrow. Schools for early education have been the corner stones in character-building in all times. The teachers of primary schools have always been regarded as the makers of new generations. Early-age education is the formative stage where a man is made or unmade. If we fail to provide healthy education at the primary level, we will be certainly failing in our duty.

It is regretable that in our country these early training grounds are in a very poor condition. The meager pay the teachers of primary schools get forces them to supplement their income by turning to other sources, including menial jobs. Today the question of educational reforms is very alive. But all emphasis seems to be on higher education. We should devote more attention to primary education on which the future of the new generation depends.

EXAMINATIONS

21. ABBAS, Mohammed. Education for All --- Sun (Karachi), October 7, 1972.

To make the education system fruitful, it is essential to drastically reform the present system of examination. It is, therefore, proposed that the present practice of holding annual examinations up to Class IX should be discontinued and in its place a system of continuous evaluation of the progress of students by the teachers should be introduced from the school level. Promotions in the primary classes should be automatic. Thereafter, up to Class IX it should be based on a combination of periodical-cum-annual examinations and a continuous and scientifically graded assessment of the achievements, general behavior and aptitude of the students. This would obviate failure and detentions up to the Class IX and with the help and cooperation of the parents bring into being a system of giving special attention and coaching to students who do not show satisfactory progress in these classes.

22. Bureau of Education. Examination Results --- In: Educational Statistics for Punjab for 1970-71, 78-86. Bureau of Education. October, 1972.

This statistical report compiled by the Bureau covers the examination results in the Punjab province of Pakistan.

There are 9 tables showing: 1) matriculation examination, 1971; 2) intermediate examination, 1971; 3) intermediate (humanities) examination, 1971; 4) intermediate (pre-engineering) examination, 1971; 5) intermediate (pre-medical) examination, 1971; 6) intermediate (miscellaneous) examination, 1971; 7) graduate and post-graduate examination during 1971; 8) professional examinations, 1971; and 9) examinations of technical education, 1971.

23. CHOHAN, Michael M.R. Banish This Antiquated Examination System --- Morning News (Karachi) October 19, 1972.

The most important aspect in framework of our education is our system of examination. For the introduction of the comprehensive system of examination we should relax our present rigidity to a some extent. We are so particular about what is known as 'the use of unfair means in examinations' by the students. The question is why students use these unfair means. The answer is that they are handicapped by their memorizing skill. To overcome this we may allow the students to consult books while answering the question papers. The questions set should be comprehensive to the extent that their answers cannot be lifted from any single page or chapter. Let the student find the relevant constituents of his answer from the whole text. To test his ability further, we can reserve a part of the question paper for objective questions. This method of testing is becoming popular in Western countries. Another proposal worth considering is the participation of the institutions and teachers in the assessing of the ability of the student before conferring a degree or diploma. This can be done by allocating at least 50 per cent of examination marks for the institutional evaluation of students.

24. HAQ, Fayza. Matric Menace --- Sun (Karachi) October 2, 1972.

The fear and anxiety weighing heavily upon the minds of school children over the Matriculation results are so intense and exaggerated that the Matric bogey has become a standing dread for the teenagers and their parents. Success or failure in this solitary examination makes or mars the prospects of a young man. It is on the basis of the marks obtained in Maths, Science, or Humanities that the future education and future career of the aspiring scholar is decided. One naturally wonders if the final Matric results are really so absolute, exact, and final as to have so much say in the making and unmaking of a man's life. Examinations cannot be perfect. The amount of time often allotted to the teachers for the correction of the piles of examination papers is so little that exact assessment can never be guaranteed. Similarly, the compilation of marks can hardly be taken as the judgement of a Solomon or a Daniel. Apart from all this, it is preposterous to reach an absolute conclusion about a student's capability and earnestness, with all the rampant cheating and last minute 'mugging in our examination halls'.

25. MUGHNI, Rehana. Intehanaat (Examinations) --- In: Mubadiyaat-e-Ta'aleem, 93-102. Karachi, Kifaiyat Academy. 1971 (U).

Examination are as old as the system of education itself. The teacher imparts education with certain aims and objects, and through examinations he finds out how far he has succeeded in achieving the desired results. The importance of examination has been briefly discussed. Examinations may be broadly divided into three types, essay-type examinations, modern method examinations, and standardized tests.

The essay-type examination is an old practice, and in this system long answers are required, which mainly improve the art of expression. The advantages and disadvantages of this method have been briefly discussed. Modern method examination has been evolved to rectify the defects of the essay-type examination. The advantages and disadvantages of modern method examination have been explained. It is suggested that the best examination method is the mixture of both types of examinations, which would cover the entire syllabus as well as improve expression.

26. RAZA, Syed Rais. Imtehaan — Ahmiyat-o-Afadiyat (Examination-Importance and Utility) --- In: Qaumi Ta'aleem, 125-128. Karachi, Government College of Education. 1972 (U).

Examinations have been in vogue from ancient times. They were common in the Greek civilization. Socrates imparted education through questions. In spite of various objections against it, the system of examination is still the most useful and practicable method of testing the ability of the students. However, the changes in the examination system have always been advocated. Examinations are not only a means of judging the ability of the students, but also a help to the teacher in finding out the effectiveness of his teaching.

Usually, three types of examinations are in vogue. The first is teacher's personal assessment, the second is essay-type questions where detailed answers are required, and the third is objective test which covers the entire syllabus. In the last case the answers to the questions are brief and mostly in the form of 'yes' or 'no'.

27. YOUSUF, Mian Mohammed. Mea'ar-e-Ta'aleem Aur Nizam-e-Imtehaan (The Standard of Education and Examination System) --- Imroze (Lahore) October 7, 1972 (U).

One of the objectives of our secondary education is to prepare good workers and infuse in them the spirit to work hard for their own benefit and the benefit of others. But, unfortunately, the present system of education does not create this spirit. Another unfortunate feature is that the system of examination now prevailing only serves to make the students more lethargic and dependent on notes and solved papers.

In order to make the education meaningful, our educationists should radically change the system of education as well as examination. It is true that the government, the educationists, teachers, students and their parents are conscious of these defects. What is required is how to replace the present system with one that is in keeping with the requirements of the times.

HEALTH EDUCATION

28. MUGHNI, Rehana. Ta'aleem Mein Ilmus Sehat Ki Ahmiyat (Importance of Hygiene in Education) --- In: Mubadiyaat-e-Ta'aleem, 145-159. Karachi, Kifaiyat Academy. 1971 (U).

Hygiene is the knowledge of the principles of health. This subject tells us how to keep ourselves safe from various diseases both individually and collectively. The subject includes everything necessary for keeping the health of the individual and the society. In the scheme of education the study of hygiene is a must because the health care is a democratic responsibility of the society and basically the responsibility of the school. It is now an accepted principle that healthy body and healthy mind go together. A healthy society is not possible without the knowledge of the principles of health on the part of its citizens. The various diseases are briefly discussed. These diseases mostly originate from schools and are contagious or infections. The role of the school is discussed in this connection.

HIGHER EDUCATION

29. AHMED, Mohyuddin. Towards Academic Freedom --- Pakistan Times (Lahore) October 3, 1972.

By repealing the old discredited University Ordinances and promulgating a new law that reconstitutes the Senate and gives a representative orientation to the Syndicate the Government has fulfilled yet another promise and reaffirmed the principle of democracy in education.

Other notable features of the new Ordinance are: a) the upgrading of the status of the Deans of Faculties who are being invested with academic and administrative powers; b) the setting up of discipline committees on which the students will be represented; and c) the creation of a new office of Pro-Chancellor which will be filled by the Provincial Education Minister. The first two measures will be warmly greeted since the effective participation of Deans in administrative affairs and active association of students in the maintenance of discipline should minimize the chances of conflict among the students, teachers, and administrators and give a popular base to educational administration. There is a need for a clear demarcation between the powers of the Chancellor, the Pro-Chancellor, the Senate, and the Syndicate.

30. Bureau of Education. Arts, Science and Professional Colleges --- In: Educational Statistics for Punjab for 1970-71, 48-62. Lahore, Bureau of Education. October, 1972.

This statistical report compiled by the Bureau covers arts, science and professional colleges of the Punjab province of Pakistan.

There are 15 tables showing: 1) summary of statistics on colleges; 2) number of colleges; 3) enrollment of intermediate colleges; 4) enrollment of degree colleges; 5) subject-wise enrollment of intermediate grades; 6) subject-wise enrollment of degree grades; 7) age-wise students in colleges; 8) admission in XI grades; 9) admission in XIII grade; 10) expenditure on colleges; 11) number of teachers in colleges; 12) number of teachers in intermediate colleges; 13) number of teachers in degree colleges; 14) number of enrollment of colleges since 1960-61, and 15) statistics on professional colleges.

31. Bureau of Education. Universities --- In: Educational Statistics for Punjab for 1970-71, 64-70. Lahore, Bureau of Education. October, 1972.

This statistical report compiled by the Bureau covers universities of the Punjab province of Pakistan.

There are 9 tables showing: 1) admission and enrollment of postgraduate classes of arts subjects of Punjab University; 2) admission and enrollment of postgraduate classes of science subjects of Punjab University; 3) admission and enrollment of B.A./B.Sc. Honour courses of Punjab University teaching departments; 4) admission and enrollment of postgraduate classes in degree colleges; 5) admission and enrollment of Agriculture University; 6) admission and enrollment of Engineering University; 7) income and expenditure on universities; 8) teaching staff of universities; and 9) enrollment of certificate and diploma courses at the Punjab University.

32. MUGHNI, Rehana. A'ala Ta'aleem Mein Jame'at Ka Kirdar (The Role of Universities in Higher Education) --- In: Mubadiyaat-e-Ta'aleem, 133-136. Karachi, Kifaiyat Academy. 1971 (U).

The object of higher education is to make a man well educated, competent to solve his own problems, and a useful citizen of the country. Universities are responsible to fulfil this objective.

Unfortunately, in the sub-continent the structure of universities proved of little help in achieving this object. In the beginning, the universities were merely affiliating institutions to conduct various examinations of the affiliated colleges. Some of the universities also provided education. This affiliation affected the teaching standard of universities. So, it was recommended that universities should not be merely affiliating institutions burdened unnecessarily with affairs of colleges. The objectives set before the universities are: 1) teaching; 2) research; 3) character building; 4) strengthening of national spirit; 5) civic training; and 6) guiding and control of colleges and the maintenance of the standard of education.

33. NIAZI, G.Y.K. University Senate --- Pakistan Times (Lahore)
November 8, 1972.

The Government has, through the new University Ordinance, revised the Senate as the supreme authority of the University of Punjab. It has been complained, however, that the new Senate has been divested of some of the administrative functions enjoyed by the previous Senates.

The following arguments are given for the provision of lesser representation to the employees of the University: 1) The present strength of the teachers of the University is about 300, whereas, the number of the teachers of the 150 affiliated colleges is about 4000; Government College Lahore, has about 200 teachers. 2) It seems unsound to give on its general managing body, majority representation to the employees of the institution which has to depend on Government grants for its maintenance. 3) There is a strong feeling in academic circles against the reservation of 10 seats of the Senate for MPAs who do not represent any of the major constituencies of the University. However, if the Government thinks that the association of the representatives of the people with the management of the affairs of the University is really necessary, their number should be reduced substantially. 4) The representation of registered graduates on the Senate is poor; now there are five seats as against 15 in the past.

ISLAMIC EDUCATION

34. QAYYUM, Abdul. Deeni Madrassey Ka Nizam-e-Ta'aleem (Education System of Religious School) --- Mashriq (Karachi) October 6, 1972 (U).

There are several reasons for the disrepute into which our religious institutions have fallen. The system of education and the atmosphere prevailing there do not attract the intelligent and promising students, and those who leave these institutions after completing the courses, fail to get any job anywhere. The present syllabus, therefore, needs to be changed. It should include such subjects as may be of some practical use in their life.

It is felt that if the students of religious institutions are not taught literature, philosophy, science, arithmetic, law, history,

geography, and other social sciences, their mental horizon can never expand. They should be taught both Arabic and English. Another criticism of these religious institutions is that they have become so many islands cut off from the modern world and its scientific activities.

35. RAUF, Abdur. Bachchon Key Liye Dars-e-Siratun Nabi Ka Aik Ta'ameeri Khaka (A Constructive Plan of Teaching Prophet's Life to Children) --- Ta'aleem-o-Tadrees (Lahore) 6(1): 1-15. October, 1972 (U).

The teaching of the Holy Prophet's life is often faulty in schools. This is the reason why the teaching leaves no impression or effect on the pupils' minds and is not reflected in his daily life. The life of the Prophet should be presented in such a way that the child should not only come to know about the facts of the Prophet's life but also feel an urge to emulate him.

The writer has presented a plan for the effective teaching of the Holy Prophet's life. The lesson is divided in three parts. The first part consists of an introduction to the life of the Prophet. The second part deals with his good deeds and acts. The third part shows how best to develop the love for him and follow his teachings. The other guidelines of the lesson are also discussed.

LANGUAGES, TEACHING OF

36. ASLAM, K.M. The Downgrading of English --- Pakistan Times(Lahore) November 19, 1972.

Hostility to the English language merely on the ground that the British once ruled over this land is irrational. While one can sympathize with those who wish to replace English by Urdu immediately in all spheres of national life, one must guard against the dangers of such a precipitate action. The feeling that English would soon be discarded was general among the common people, but those who were charged with responsibilities as educators and administrators realized that English could not be discarded without proper preparation. However, hostility to English soon led to the neglect of English at the school. Today we have a situation in which year after year thousands of our school and college students, though ignorant of even the simple rules of English grammar, pass all examinations in English.

Recently, the situation has become worse after the adoption of Urdu as the medium of instruction and examinations at the Intermediate, B.A., and M.A. levels in certain arts subjects. This was done without insuring the adequate supply of literature to students.

Modern knowledge in the field of social sciences is available to us in English, and the few books translated into Urdu are either out of date or wholly inadequate to our present-day needs.

37. MAJID, Raja Abdul. Urdu Be Haisiyat Zariyae Ta'aleem (Urdu as Medium of Instruction) --- Ta'aleem-o-Tadrees (Lahore) 6(1): 56-60. October, 1972 (U).

Medium of instruction means the language that is used as means of communication between the teacher and the taught. Every language cannot be used as medium of instruction. Such a language should have definite qualities, namely: 1) The teacher and the taught both should be able to transmit their thoughts and ideas easily and clearly. 2) The language should be rich in expression and should have sufficient vocabulary to express all sorts of ideas; 3) It should have a good store of past knowledge. 4) It should translate well from other languages. 5) It should be simple and free from complexities. 6) It should be easy to use in new scientific and learned researches. 7) It should be familiar to mass of the people. 8) Its suitability for use as medium of instruction should be proved by experience.

In the light of these observation if we analyze Urdu language, we find it quite suitable to be used as medium of instruction. The qualities of Urdu language are briefly mentioned.

LIBRARIES

38. BASHIR, Abdul. Hamarey Kutub Khaney (Our Libraries) --- Jang (Karachi) December 2, 1972 (U).

We do realize the importance of libraries but, unfortunately we are not prepared to accord them the status that such institutions enjoy in the developed countries. The Government has admitted

the existing miserable conditions of libraries in schools and colleges. It intends to set up at least fifty thousand libraries in the country. It is also heartening to note that the Government wants all the libraries to be looked after by trained librarians, who would be given the same status and payscales as college lecturers or school teachers have. This upgrading should be done without loss of time.

39. HABIB, Mariam. Librarians and Libraries --- Pakistan Times (Lahore) October 8, 1972.

The ambitious announcement of a target to set up 50,000 libraries all over Pakistan, coinciding with UNESCO's International Book Year campaign, is a happy augury for the future of books, libraries, and librarians. The existing status of librarians is not too edifying. They are looked upon as clerical workers, record keepers or watchmen for the books under their custody rather than as technical hands. So far, librarians working in Government institutions are all classified under Class III irrespective of their qualifications, although many of them have a librarians' diploma after a Master's degree. Naturally, there is very little incentive for those who wish to make a lifelong career in such a useful and dignified profession. The librarians feel with justification that those among them with higher qualifications should get class II and even class I grades.

40. Plan for Libraries --- Dawn (Karachi) October 16, 1972.

A comprehensive plan to promote the library movement in the country is reported to have been submitted for the consideration of the Central Government. It is not for the first time that such a project has been formulated. The successive Five-Year Plans had given priority to these schemes and made allocations which, though not ample, were nonetheless sufficient to create a respectable base. But unfortunately when it came to actual implementation, the high-sounding suggestions and elaborate recommendations remained largely unfulfilled. The latest educational policy also has provided for a rather ambitious undertaking in this field. Millions of rupees are proposed to be spent on the establishment of nearly 45,000 libraries in the villages, towns, and Provincial headquarters over the next seven or eight years. The whole system is sought to be regulated by the Public Libraries Act to be enacted by the respective Provincial Assemblies. With the growing emphasis on literacy, the importance

of a wide network of libraries and reading rooms cannot be denied. In order to run them along modern lines, an integrated blueprint will have to be drawn up. After the nationalization of educational institutions the responsibility of the Government in this regard has increased.

41. SABZWARI, G.A. Education Policy and Librarians --- Sun (Karachi) October 8, 1972.

The librarians of the country, particularly of Sind, feel happy and satisfied on the educational policy enforced by the Government. By nationalization of educational institutions, it is hoped that academic standards in the country will improve. Teachers will have respectable status and reasonable salaries. The librarians, who have been neglected in the past, also hope that their problems will be solved. The education policy has brought the librarians at par with teachers and lecturers. They have appealed to the central and provincial authorities to give the status of teachers/lecturers to the librarians of the educational institutions as promised in the policy. The matter has not yet been decided. They have appealed to the education authorities to decide the librarians' fate at the earliest convenience according to the provisions of the education policy.

42. SABZWARI, G.A. Library Development Plan --- Dawn (Karachi) October 20, 1972.

The Society for the Promotion and Improvement of Libraries has submitted a 'Plan for Development of Libraries in Pakistan' to the Central and Provincial Government. But the librarians feel that the best method in this situation would be to create Library Authorities at different levels, such as: National Library Authority, Provincial Library Authorities, Divisional Library Authorities, District Library Authorities, Tehsil Library Authorities, City Library Authorities. These authorities, as suggested in the Plan, should be headed by persons of proper status in the Government or responsible persons of social standing; such as professional librarians and social workers. The Plan suggests that a Deputy Director of Libraries should be appointed in each Directorate and a Library Section should be created to supervise the development of libraries in the academic institutions.

LITERACY

43. BABAR, Zaheer. Ta'aleem Wasilae Zafar (Education - A means of Success) --- Imroz (Lahore) October 1, 1972 (U).

Almost 80 per cent of our population is illiterate, and 5 per cent of the literates cannot be called educated, because they have forgotten what they read in the primary classes. So far as schooling facilities are concerned, they are available only to about half of the child population. This means that about half of the total number of children will add to the number of illiterates each year in future. In addition to this, seventy per cent of the children who receive primary education have to give up their studies before they reach class V. The reason of this drop out is the inability of their parents to bear the cost of education.

The standard of education has fallen considerably, and the syllabus is defective. Adult education remains neglected as ever. Unless concerted efforts are made to improve the situation, the percentage of illiteracy in the country cannot be brought down. The present government has given priority to economic reforms. This step will help improve the system of education as well.

44. KHAN, Qaisera. Education Through Mass Media --- Perspective (Karachi) VI(1): 61-62. July, 1972.

The spread of education in our country depends on a reorientation of our entire educational policy. However, the mere formulation of policies will do no good unless all classes of people make concerted efforts to implement the policies. This is where the mass media has to play its role in educating the people on the fundamental rights of individuals and their obligations toward a democratic society.

The T.V. has recently started a few educational programs, and it would be too early to assess the impact of this media on mass education. One can hope that when television gets into its stride, it would have as powerful influence on education as the printing press. Our radio's contribution in the field of instruction and

education has been fairly impressive despite its limitations. There is a brief discussion of the possibilities and future of radio and television in the field of mass education.

45. SAMAR, Nasreen, Nakhuandegi Aur Ham (We and Illiteracy) --- Jang (Karachi) October 26, 1972 (U).

Eightyfive per cent of our population is illiterate. The reason is that a vast majority of our people is concentrated in villages and the villagers cannot afford to send their children to schools.

The new educational policy tries to solve this problem to some extent. In order to fight illiteracy, the best thing would be to rouse the interest of the rural population in education. Educated women can play a vital role in this work. It would be a great service if they could devote even one hour every day to the task of teaching the illiterate children in the neighborhood. It is the duty of the affluent sections of the society to open new schools for adult literacy. Every such school should be run on double shift, so that every interested person can have the opportunity to learn in his leisure. Books and copies should also be made available to them.

MEDICAL EDUCATION

46. MALIK, Bashir A. Medical Education --- Dawn (Karachi) October 3, 1972.

The writer agrees with the suggestion that after graduation and prior to registration one-year internship in approved hospitals should be made compulsory. There are two other suggestions for the improvement of medical education: i) The duration of the pre-medical course be reduced from two year to one year, and ii) The education and training course be made more intensive, and long spells of vacation be curtailed. This will enable the students to qualify in four years instead of five-years, as at present.

The suggestions are intended to accelerate the pace of production of graduate doctors. We cannot agree with these measures for the

following reasons: i) In one year the pre-medical student will acquire only a superficial knowledge of the basic sciences. ii) Medical science has made phenomenal progress in recent past. Many specialities have given birth to sub-specialities. Under the circumstances, lengthening rather than shortening the course of studies would be more useful. Reducing the course from five-years to four years will thus result in producing sub-standard medical graduates.

PHILOSOPHY OF EDUCATION

47. HUSSAIN, S. Sajid. John Dewey Key Ta'aleemi Nazariyaat (Educational Ideas of John Dewey) --- In: Qaumi Ta'aleem, 30-33. Karachi Government College of Education. 1972 (U).

It is a fact that whatever changes are being brought about in the educational setup are the result of the philosophy of John Dewey. However, his philosophy of pragmatism is actually borrowed from Islam, which emphasizes the practical aspect of education. John Dewey has given equal importance to both the aspects of education, viz., theoretical and practical. The ideas of John Dewey revolutionized the educational system. Although the concept of pragmatism in education has come down from ancient Greece, it was developed and presented as a practical proposition by Dewey. Moreover, pragmatism being the undercurrent of American life and character, it was readily accepted and acted upon in the U.S.A.

The writer discusses various ideas of John Dewey under the headings: 1) Purpose of education; 2) curriculum; 3) method of teaching; 4) discipline; and 5) social activities in education. In the end the effects of John Dewey's philosophy on modern education are briefly discussed.

48. KHAN, Zafar Hussain. Allama Ibne Khaldun Key Ta'aleemi Nazariyaat (Educational Philosophy of Ibne Khaldun) --- In: Qaumi Ta'aleem, 49-61. Karachi, Government College of Education. 1972 (U).

Ibne Khaldun needs no introduction in the world of learning. He was not only the greatest historian of all times, but also the founder of the philosophy of history and sociology. In the field of education he gave us some revolutionary ideas.

The life and works of Ibne Khaldun are briefly described. Ibne Khaldun's chief work is the famous Muqaddimah (Introduction) of history, which is the essence of his philosophy of history. In the sixth chapter of Muqaddimah, Ibne Khaldun discusses his educational ideas based on his practical teaching experiences. Many of his ideas still form the basis educational setup. The writer briefly discusses his educational ideas and principles in various fields of education.

49. SIDDIQI, Farzana. Iqbal Ka Falsafae Ta'aleem (Iqbal's Philosophy of Education) --- In: Qaumi Ta'aleem, 38-40. Karachi, Government College of Education. 1972.

Iqbal's philosophy revolves round his concept of human ego, in other words, the knowledge of the 'self', and the basis of his educational philosophy is the training of the self.

For this training, Iqbal advocates Islamic teachings, which alone will show the right path and guidance in the right direction. The perfect man according to Iqbal has three basic characteristics, **egoism**, selflessness, and love. There is a brief explanation of what is meant by these qualities.

The educational concept of Iqbal is different from the modern concept of education. His educational ideas are based on pure Islamic teachings, and his perfect man is a true Muslim, endowed with qualities prescribed by the Holy Quran and envisaged in the teachings of the Holy Prophet.

PROFESSIONAL EDUCATION

50. Directory of Polytechnics, Vocational, Commercial & Technical Institutes in Punjab --- Lahore, Bureau of Education. 40p. 1972.

The Directory covers the entire area of the Punjab Province which comprises five divisions, viz., Bahawalpur, Lahore, Multan, Rawalpindi and Sargodha. The administrative control of these institutions vests in the Directorate of Technical Education, Punjab, Lahore, whereas, the examinations are conducted by the Board of Technical Education for the Punjab.

The Directory has been arranged by division, indexing polytechnics and vocational, commercial, and technical institutes separately. It gives details of courses offered, duration of the courses, and the Certificate/Diploma awarded by these institutions. In the beginning the number of institutes by division is also provided in a table.

PSYCHOLOGY

51. BANO, Nargis. Hafiza Aur Uski Tarbiyat (Memory and its Training)---
In: Qaumi Ta'aleem, 41-42. Karachi, Government College of Education.
1972 (U).

Memory is a word of daily use and the development of knowledge depends on it. The importance of memory cannot be overemphasized. The concept of memory is explained briefly. There are two types of memory: in one case the matter is repeated many times till it sinks into the mind, and in the second case the matter is remembered with the help of personal interest and association. In the first case memory depends on repetition, and in the other case the matter is retained in the mind for a long time because of personal involvement. There is also some mention of forgetfulness and how it occurs.

We can remember things better if our memory is trained properly. There are certain elements which help in the retention of the matter. These elements are described briefly.

52. MUGNI, Rehana. Dilchaspi Aur Tawajja (Interest and Attention) ---
In: Mubadiyaat-e-Ta'aleem, 62-71. Karachi, Kifaiyat Academy. 1971(U).

Interest and attention always go together. Children will not give attention to anything in which they have no interest. It is the duty of the teacher to create interest in his teaching to attract the attention of his students. Like motives, interest is of two kinds, natural and acquired. The writer briefly discusses the relation between interest and education. There are some suggestions for creating interest: 1) the interest of the teacher himself; 2) good beginning of the lesson; 3) teaching materials in accordance with the ability of students; 4) right use of examination marks; 5) praise and criticism; 6) self-reliance; 7) punctuality; 8) hope for betterment; and 9) health.

The concept of attention has been briefly explained. Attention is of two kinds, conscious attention and unconscious attention. The reasons for gaining and maintaining the attention of the students and the importance of this in education have been discussed in brief.

53. MUGHNI, Rehana. Madresay Mein Rehnumai-o-Salah (Counseling and Guidance in School) --- In: Mubadiyaat-e-Ta'aleem, 102-115. Karachi, Kifaiyat Academy. 1971 (U).

The conception of guidance is not new, but as a distinct constituent of school education it was first recognized early in this century in the U.S.A. The importance of guidance is now accepted by all educationists. Guidance and counseling help a student in the identification of the aims and objects of his life and the way to achieve them. The purpose of education is not merely imparting some knowledge of facts and figures. Education consists in the building up of the personality of the student.

The writer discusses briefly the concept of guidance, its application in school, its types, and its practical application in school by establishing special clinics of guidance.

54. MUGHNI, Rehana. Rehnumai Mein Waldein Ka Ta'avvun (Cooperation of Parents in Guidance) --- In: Mubadiyaat-e-Ta'aleem, 115-123. Karachi, Kifaiyat Academy. 1971 (U).

Parent's cooperation in the guidance of the child is of first importance. Without this cooperation the teacher cannot do anything. Parents know more about the individuality of the child than the teacher, and any guidance program is incomplete without the parents' help. The child spends most of his time in the house, and his aptitude and likings are better known to parents than to teachers. All development of child requires close cooperation between parents and teachers.

The writer discusses in some detail how the cooperation of parents can be secured. One way is to create an association of teachers and parents, where the two parties can sit together and discuss the various problems of the children. Some other suggestion have also been put forward for securing better cooperation between teachers and parents for the smooth and efficient guidance and counseling service.

55. MUGHNI, Rehana. Moharrakaat (Motives) --- In: Mubadiyaat-e-Ta'aleem, 55-62. Karachi, Kifaiyat Academy. 1971 (U).

The purpose of education is to prepare students for the coming struggle in life. However, this is a long-term objective, and students give little importance to it. For successful and effective teaching the teacher should provide students something immediate to attract their attention. The writer briefly defines the word 'motive'. There are generally two types of motive, natural and acquired.

In the process of education the psychological motives can play a very important role. Various ways have been shown in which a teacher can succeed in creating motives for, and attract the attention of students. The motives help in solving the problems of children and in developing their educational ability. They bring education closer to practical life and create healthy relationship between the teacher and the taught.

56. MUGHNI, Rehana. Tajurba Aur Ta'aleem (Experience and Education) --- In: Mubadiyaat-e-Ta'aleem, 52-55. Karachi, Kifaiyat Academy. 1971 (U).

Experience is the best teacher of man and education is in fact, the sum total of past and present experiences. The word "experience" has been explained. In brief, experience is the result of action and reaction.

The relation between education and experience is discussed. Modern educationists lay great emphasis on experience. A child should use his experiences of school in the life outside the school. If education does not serve this purpose, it is incomplete. The idea of mere mental development holds no ground today. The writer has discussed at length the importance of experience in the field of education.

SCIENCE EDUCATION

57. FAROOQI, Zaheeruddin. Moallimeen-e-Riazi Key Liye Lamhae Fikriya (Time to Think for Teachers of Mathematics) --- In: Qaumi Ta'aleem, 96-99. Karachi, Government College of Education. 1972 (U).

Even today mathematics is taught in the same way as was in vogue a hundred years ago. We never gave thought to the modification of the

curriculum of mathematics. The objectives of mathematics teaching are also the same as of old. What we read today, the Western nations had read a hundred years back. Our teachers of mathematics never turn their attention to the problem of changing the curricula and the objectives of teachings. At government level, however, an attempt was made some year back to modernize the curricula of science and mathematics in keeping with the changes in the world of knowledge.

A brief history of the changes in curricula in the Western world has been given. The major elements of the change are, of course, the teachers of science and mathematics. They are supposed to take active part in making suggestions for educational reforms. The teachers should have the final say when any change in the educational setup is proposed. The present educational reforms are also a challenge for them.

58. KHAN, Mohammed Hussain. Tadrees-e-Riazi (Teaching of Mathematics) --- In: Qaumi Ta'aleem, 100-103. Karachi, Government College of Education. 1972 (U).

Mathematics is usually considered a dry subject. However, this misunderstanding arises from our ignorance of the importance of this subject. Good teaching methods will certainly create interest in the students for the subject of mathematics. Good teaching requires competent teachers. There is no reason why good teaching should not create interest in the subject. Some reasons are given for the disgust the students feel for this subject.

Mathematics is an old subject, and its importance has always been accepted. In fact, it is the only subject with which one comes in direct contact in one's every-day life. It plays an important role in every walk of life. It is the queen of all sciences. Mathematics also helps in training the mind of the student. Experiments have shown that mathematics teaching produces better students than the teaching of any other subject. It is shown how the teaching of mathematics can be made easy and interesting.

SPECIAL EDUCATION

59. ALI, Syed Mohammed. Behrey Bachchon Key Ta'aleemi Masail (Educational Problems of Deaf Students) --- Ta'aleem-o-Tadrees (Lahore 6(1): 31-42. October, 1972 (U).

The education of disabled persons is of first importance. They

should be enabled to lead a respectable and useful life in the society. The number of deaf and dumb persons in Pakistan is very high, and the arrangement for their education are practically non-existent. According to one estimation, not more than 6 per cent of such persons are getting any education.

The educational problems of deaf students are discussed under 4 heads: 1) Pre-school education - why it is necessary, what is being done in advanced countries in this matter, and what we can do in our country. 2) Review of the structure of modern education and how this should be reformed. 3) Why technical education is necessary, how far advanced countries provide technical education to deaf and dumb, and what we should do in view of our limited resources. 4) What we are actually doing for the disabled persons.

60. HUSSAIN, Abdullah Khadim. Public Schools and the New Era --- Sun (Karachi) October 7, 1972.

The proposal regarding a change in the pattern of public schools has the following implications: a) Establishment of a system for the identification of the gifted and talented children. This also involves a continuous country wide survey of such children. b) Working out of a program of tests for admission to public/superior schools and Cadet Colleges and insuring the opportunity of admission of gifted and talented children to such tests. This would involve the introduction of a system whereby information about the admission of such schools reaches the remotest areas of the country so that all children may avail the benefits of such schools if they so deserve. c) Evolving a culture-free test which has to be standardized both at the national and the local level. This involves training people in the administration of such tests. d) Evolving an enriched and superior academic program for the education of those children who would study in such schools. e) Calculation of the extra cost involved in making education completely free for all children in these schools and in enriching the academic program of these institutions. f) Phasing the program of the conversion of comprehensive schools into schools for the talented.

STUDENTS' PROBLEMS

61. REAZ, Mirza. Talaba Aur Siyasat (Students and Politics) --- Imroz (Lahore) October 1, 1972 (U).

Students will not take politics if they are assured of employment at the end of their educational career. The present system of education does not offer any security of employment to the students in future. The result is that they become a burden on the society.

What is needed now is to revolutionize the whole system of education. The educational policy announced by the government is very slow in coming into force, and the students do not see any immediate utility of the scheme. In this connection heavy responsibilities lie on the teachers. They should see to it that the students whom they teach fully devote their attention to their studies and keep away from politics.

62. SIDDIQI, Marghoob. Talaba Mein Mehnat Ka Ehsaas (Sense of Hard Work in Students) --- Imroz (Lahore) December 5, 1972 (U).

Nowhere in the world the system of education is so inextricably bound up with the question of bread winning as in Pakistan. Here the degree-holders have nothing to give to, or take back from, the society. They ream about with their degrees in eternal search of jobs. Students who are in schools, colleges or universities take no interest in their studies, because they know that they would get no employment after completing their education. Since those students are not keen in their studies, they try to pass the examinations by unfair means.

There exist part-time jobs for students in the United States. Placement Bureaus in the States provide part-time jobs to college and university students. It is unfortunate that in Pakistan, poor students are given meagre stipends instead of part-time employment. It would be proper if the poor students reading in colleges and universities are given employment in administrative jobs, and the students belonging to the affluent class are sent out to perform social work.

TEACHER EDUCATION

63. Bureau of Education. Teacher Education --- In: Educational Statistics for Punjab for 1970-71, 75-77. Bureau of Education, October, 1972.

This statistical report compiled by the Bureau covers the subject of teacher education in the Punjab province of Pakistan. In the five divisions of Punjab there are 47 institutions that are providing teacher training education. There are one Institute of Education and Research, four training colleges, one college of physical education, one Technical Teachers Training College, one Vocational Teachers Training Institute, twenty-seven normal schools and eleven high schools and one college with attached training units.

There are 3 tables showing: 1) number and enrollment of teachers training institutions; 2) statistics on normal schools for boys; and 3) statistics on normal schools for girls.

TEACHERS

64. AHMED, Khwaja Manzoor. Achcha Moallim (Good Teacher) --- In: Qaumi Ta'aleem, 78-86. Karachi, Government College of Education. 1972 (U).

A teacher is born and not made. Natural inclination and aptitude are the basic requirements of a good teacher. Those people who take up this profession out of necessity or compulsion are not always good teachers. The fall in the educational standard can be rightly attributed to the fact that a majority of teachers have entered the profession out of necessity. Even the training in teaching methods will not automatically make one a good teacher.

A good teacher is a man full of love for his kind. He loves his people, his values, and the things around him, and infuses this love into all those who come in contact with him. A good teacher automatically attracts the students. The students do not obey him out of fear; they obey him out of love and in recognition of his high qualities of head and heart. The writer briefly discusses various qualities of a good teacher, which help him in producing good students.

65. AKHTAR, Shama. Moallim Ka Kirdar Ma'asshrey Mein (Teacher's Role in Society) --- In: Qaumi Ta'alwam, 43-44. Karachi, Government College of Education. 1972 (U).

The nation's future lies in the hands of the teacher. His job is to prepare the citizens of tomorrow. Any defect in the training of the younger generation will certainly affect the future of the nation. Temporal as well as **spiritual** training is the responsibility of the teacher.

The main duty of the teacher is guidance which is in fact the preparation of the child for the future life as a citizen. This guidance service requires the knowledge of the psychology on the part of the teacher. In the absence of this knowledge he will not be in a position to guide properly. Every person cannot be a good teacher. It is the misfortune of this noble profession that anyone who cannot find a suitable employment takes to this profession. We have to raise the dignity of the profession to attract talented people.

66. ANSARI, E.J. Retired Teachers --- Pakistan Times (Lahore) October 1, 1972.

It is argued that teachers of private colleges who had attained the age of 58, cannot be retained in service after nationalization, as the Interim Constitution has fixed the age of retirement for Government servants at 58 years. It is perhaps forgotten that the retired man gets a pension for life. The constitutional provision cannot be applied to teachers serving in private institutions on lower salaries with no provision of pension and the privileges and 'fringe benefits' that are available to Government servants.

The Government should do either of the two things: it should treat these teachers as Government servants from the start of their service in private institutions and grant them pensions according to the length of service, or treat them as employees on contract basis and allow them to serve for the period that was normally allowed to them by their previous managements.

67. FAROOQI, Ibadullah. Moallim Ki Waz'e Nafai (Characteristics of a Teacher) --- Sanuvi Ta'aleem (Lahore) 6(3): 36-42. December, 1972(U).

According to social placings a man may be a religious man, a

sociologist, an economist, a politician, or a scholar. But this categorization does not mean that a man in one category has nothing to do with other categories. A man is usually a mixture of many attributes. For example, a teacher is a religious man, a realist, a moralist, etc. The attributes of a teacher are manifold. However, his dominant attribute is the love of man. One cannot be a good teacher, if one cannot sacrifice his self for others. The spirit of sacrifice and love are the virtues that go with education.

The writer discusses in some detail the essential characteristics of a good teacher. It is concluded that a knowledgeable teacher with love for human beings is a true teacher.

68. KALIM, M. Siddiq. Role of Today's Teachers --- Pakistan Times (Lahore) November 15, 1972.

With the expansion of education in this country, teaching now tends to be looked at merely as another public service. It is time we worked out a new philosophy of teaching since education is bound to expand further, particularly at the school level. The teacher has to play his role at various levels. First, he has to streamline classroom teaching to meet the needs of the time. This obviously involves command of the subject and many allied areas of knowledge. The teacher has to remain in the foreground at the lower stages, but he must know how to gradually recede into the background at the higher levels. Some teachers are incapable of providing honest guidance to the students, and some deliberately misguide them. Such teachers should be carefully kept out, because the State policy is now directed toward freeing university education from official stranglehold.

TEACHING METHODS AND MEDIA

69. MUGHNI, Rehana. Jama'ati Tadrees (Classroom Teaching) --- In: Mubadiyaat-e-Ta'aleem, 71-75, Karachi, Kifaiyat Academy. 1971(U).

Classroom teaching is an old custom that was very popular till the 20th century. In recent years it has come under severe criticism because it takes no account of individual preferences and attributes of the students. The Montessori system, Project method, Dalton plan,

Kindergarten schooling are all a sort of revolt against the established classroom teaching. However, in spite of all its defects, classroom teaching is still in practice in ~~one~~ form or another even in advanced countries. The reason is that classroom teaching has certain benefits that are lacking in any other method.

The writer briefly discusses the various advantages and disadvantages of classroom teaching. In the end some suggestions have been put forward for the reform of classroom teaching.

70. MUGHNI, Rehana. Sam'ai Aur Basri Imdadein (Audio-Visual Aids) --- In: Mubadiyaat-e-Ta'aleem, 82-93. Karachi, Kifaiyat Academy. 1971 (U).

It is now accepted as an established principle that mere abstract words are not enough for the purpose of teaching. All the senses of the child should be put to use in imparting knowledge. In this way the teaching will be not only effective, but also interesting. The use of audio-visual aids is becoming increasingly popular. In advanced countries it is an essential part of the teaching process.

The things used as audio-visual aids are numerous. The most commonly used aids are phonograph records, radio, cinema, television, pictures, charts, graphs, black-board, models, maps, sight-seeing, and study tours. The use of all these different aids in the process of teaching has been briefly discussed. It is also shown how far these aids are used in Pakistan, and what steps should be taken to introduce these aids in our system of education.

71. MUGHNI, Rehana. Sawalaat (Questions) --- In: Mubadiyaat-e-Ta'aleem, 78-82. Karachi, Kifaiyat Academy. 1971 (U).

Questions play a very important role in developing close relationship between the teacher and the taught. Through questions the teacher prepares the student for the lesson and learns how far the student has understood the lesson. He can also assess in this way the hidden talents of the student and his latent capacities and capabilities. The importance of questions is immense, and the teacher should be well versed in the art of putting intelligent questions.

A good question should be brief, simple, thought-provoking, and clear. The qualities of a good question have been briefly discussed. A guideline at the end shows how to put questions, how to prepare intelligent questions, and when to put questions to make them effective in the process of teaching.

72. MUGHNI, Rehana. Tadreesi Maqooley (Teaching Maxims) --- In: Mubadiyaat-e-Ta'aleem, 48-52. Karachi, Kifaiyat Academy. 1971 (U).

It is not true to say that the old education system is full of defects. The maxims of old teaching show the realization of psychological realities in the teaching attitude. The following maxims cover about all the requirements of modern teaching methods: 1) from the known to the unknown; 2) from the easy to the difficult; 3) from the material to the abstract; 4) from the simple to the complex; 5) from the psychological to the logical; and 6) from the deductive to the inductive, or vice versa.

The maxims are briefly explained with the help of examples, and it is pointed out that the teacher should use these methods judiciously with necessary changes as required by different cases.

73. MUGHNI, Rehana. Usool-e-Tadrees (Principles of Teaching) --- In: Mubadiyaat-e-Ta'aleem, 44-48, Karachi Kifaiyat Academy, 1971 (U).

Teaching is a method by which mature minds guide immature minds how to adjust themselves in life. This purpose of teaching cannot be achieved without following certain principles. The principles of teaching are: 1) right guidance; 2) connection with previous experience; 3) creation of interest; 4) clear knowledge of the purpose; 5) selection of material; 6) revision and practice; 7) urge for thinking; 8) democratic teaching; 9) creation of ability to do; and 10) progressive thinking.

These principles are explained with the help of examples, and it is pointed out that successful teaching is that which opens the way for continuous development of human beings.

TECHNICAL EDUCATION

74. Bureau of Education. Technical Education --- In: Educational Statistics for Punjab for 1970-71, 71-74. Lahore, Bureau of Education. October, 1972.

This statistical report compiled by the Bureau covers technical, commercial and vocational education in the province of Punjab. In the five divisions of Punjab there are 10 government polytechnics, one Technical Teachers Training College, 16 Government controlled Commercial Institutes and 46 vocational schools.

There are 4 tables showing: 1) statistics on polytechnics, 2) technologywise enrollment of polytechnics; 3) statistics on commercial institutes; and 4) statistics on vocational institutes.

TEXTBOOKS

75. SIDDIQI, Bakhtiar Hussain. Jo Qaum Ta'aleem Ka Ehteraam Karti Hai Voh Taban Kitabon Ki Taraf Mail Hoti Hai (The Nation who Respects Education is Naturally Inclined Towards Books) --- Kitab (Lahore) VII(2): 29-30. November, 1972 (U).

In a developing country books play an important role in the spread of education. It has always been a great problem for us to produce better and cheaper books for the spread of education. The National Book Foundation proposed in the new education policy is a step in the right direction. This foundation will produce quality books in all branches of knowledge and will import cheap foreign editions for use in schools and colleges.

The development of books in any country is an indicator of educational progress in that country. Books are the most effective means of spreading knowledge. The development of books largely depends on their use in educational institutions. The biggest demand in Pakistan is in the field of textbooks. The production and availability of textbooks are the prime responsibility of any country. The writer briefly discusses the role of textbooks in Pakistan and in advanced countries like America. The problem of textbooks in Pakistan has been briefly discussed.

GENERAL

76. AHMED, Manzoor. Our Educational Set Up --- Sun (Karachi)
October 22, 1972.

There are four main reasons for our failure to change our educational set up in spite of our best intentions: 1) Lack of clarity of concepts: We are not yet sure as to why we are educating our masses and how this education could become useful tool for the betterment of our society. Apart from the purposelessness of (Science) education in our country, the fact remains that we have failed to produce persons with true scientific attitude. 2) Inertia: The inertness of those who are responsible for bringing about the change. 3) The students' involvement in politics. This is a paradoxical, yet understandable factor. The students seem to be possessed by the sole idea of getting degree, by hook or by crook. 4) Our economy: Basically the question of economy is related to our basic attitude toward education.

77. AJMAL, Mohammed. Education and Responsibility --- Pakistan Times (Lahore) November 27, 1972.

It appears that the negative trends now prevailing in our society are born of a fear of freedom and creativity. Those who resist change seem to be terribly afraid of being wrong, not realizing that error is the soul of progress. Our youth seem to want change without changing themselves. Social change has never been served on a plate for those who simply proclaim its glory. It comes only if we make a serious effort to change our own attitudes and disabuse our minds of irrational associations. It is a feeling that the University can become one of the most powerful means of social change. But it presupposes that we, the teaching community of the nation, are prepared for a serious self-assessment and self-renewal. The writer feels that the University is not only a seat of learning but also a place for research. This is the only way that a University can grow. If it does not grow it degenerates into an anachronistic and self-destructive institution. The aim of education is to infuse a spirit of independence in our young people and not to make them bewail on the wrongs done to them by an unfair world.

78. BAIG, (Mrs.) K. Parents Ought To Blame Themselves Too --- Morning News (Karachi) November 23, 1972.

Parents are the first teachers of their children. It is, therefore, essential to realize their contribution to their children's education and to adequately equip them for the discharge of their responsibilities as parents. Educated parents can make the task of the teacher easy and contribute to educational progress. Many parents think that their responsibility for the education of their children ends with getting them admitted to school, paying their school fees and uniform bills, and buying books for them.

Education is a three- cornered process involving the teacher, the child, and the parents. The child is, above all, an individual with definite aptitudes, skills, and predilections. But in our schools his individuality is rarely recognized, save in offering him a choice of subjects in the upper grades. Even this choice is limited. It is, therefore, necessary to provide some scope for the development of his individuality in the home. Parents' role cannot be ignored in helping him with his home work. Their guidance and encouragement, as well as their readiness to provide him a quiet home and a peaceful corner help the child to apply himself to his home assignment with interest and enthusiasm.

79. KALIM, M. Siddiq. Our Students Today --- Pakistan Times(Lahore) November 21, 1972.

As the available statistics reveal, only 25 per cent children of school-going age join the schools in this country. But there are heavy drop-outs over the first five years, and ultimately only about 15 per cent are able to go beyond the primary stage. Educational opportunities are glaringly unequal. Some parents cannot send their children to schools because their children help them in earning the bread. Most of the talent, therefore, remains undiscovered.

The schools generally have no program for building students' character and personality. They do not even make them educated. The syllabi and courses are covered mostly mechanically. Today

the inspiring teacher usually fails to elicit response, and similarly the keen student is frustrated by the indifferent teacher. Generally, the student has lost faith in his teacher. He is not prepared to listen to him even in matters relating to his studies and career planning. The student wants short-cuts and resorts to unfair means in which he is encouraged by his parents. Most of the learning at the colleges and universities centers round second-hand material. The average standard, therefore, remains low, and the atmosphere in the educational institutions is not very conducive to scholarly and research activity.

80. KHAN, Mohammed Alamgir. Chand Tajaweez (Some Suggestions) --- Mashriq (Karachi) October 10, 1972 (U).

There are four important planks of education, namely, students, teachers, parents, and syllabus. It is, after all, a matter of regret that the old relationship between a student and a teacher has now ceased to exist. There is a growing lack of confidence in each other.

The following suggestions are made to improve the system of education as a whole: 1) The syllabus should be reviewed in the light of Holy Quran and Islamic teachings; 2) Only qualified teachers should be selected for the job; 3) The system of education and the method of examination should be revised; 4) Students should be admitted to educational institutions strictly on the basis of merit; 5) a comprehensive test should be made to judge the knowledge of the students prior to their admission, and 'recommendations' should be completely disregarded in the matter of admission to schools or colleges.

81. KHAN, Mohammed Amir. New Schools --- Pakistan Times (Lahore) November 7, 1972.

Some facts regarding the bureaucratic method that is applied in areas like Soan Valley (Khushab Tehsil) need urgent attention. No lady teachers have joined the two new girls middle schools.

The Government's decision to open a high school at Mardwal has been flouted by some interested persons. Similarly, the plan to open an intermediate college at Naushera has not

materialized so far. The excuse being offered is the non-availability of a building for the new college.

Another issue agitating the minds of the people in Soan Valley is the campaign of victimization let loose against the teachers, male as well as female, of Soan Valley. The highly qualified teachers have been not only down-graded, but also posted or transferred to places far away from their native villages.

82. MUGHNI, Rehana. Ta'aleem Ka Mafhoom (Meaning of Education) --- In: Mubadiyaat-e-Ta'aleem, 9-16. Karachi, Kifaiyat Academy. 1971(U).

The rise and fall of a nation depends upon education. It is, therefore, necessary to fully understand the true meaning of education. The word education is explained briefly, and the definitions of eminent educationists are presented. These definitions point to two things, one the limited meaning of education, and the other the broad meaning of education. Limited education, which is also called formal education, is provided in schools by teachers. Broad education or informal education is received outside schools.

The importance of education cannot be overemphasized. The writer enumerates the various advantages of education and explains the role of education in the development of human qualities.

83. MUGHNI, Rehana. Ta'aleem Kay Rasmi Aur Ghair Rasmi Idarey (Formal and Informal Educational Institutions) --- In: Mubadiyaat-e-Ta'aleem, 26-44. Karachi, Kifaiyat Academy. 1971 (U).

Education is provided both through formal and informal institutions. Formal institutions include schools and religious institutions, and informal institutions are such social institutions as home, social and economic system, government, culture, communication media, etc.

There is a brief discussion of the role of school, its structure, its responsibilities, and the role of teacher. The part played by the religious institutions in providing formal education is

pointed out. The role of informal institutions has also been discussed in some detail. Of these institutions, the home is the most important as far as education is concerned.

84. QAYYUM, Abdul. Hamarey Ta'aleemi Idarey (Our Educational Institutions) --- Imroz (Lahore) November 5, 1972 (U).

Most of our social evils can be removed if our educational institutions come out to combat against them, with the help of their vast 'student power'. These institutions have a double duty to perform: 1) to impart education and 2) to build the character of students. In order to achieve this end we should first pay serious attention to the syllabus. It should be so formulated as to bring to the notice of the students the evils inherent in our society and to teach them the ways of fighting against them.

An unfortunate feature of our present syllabus is that it fails in this very purpose. It is the duty of our educationists to study the needs of our society and then prepare a suitable syllabus which should be introduced from the primary level. The teachers have also an important part to play in achieving this end. They should take special interest in building the character of the students.

SPECIAL SECTION - NATIONALIZATION OF EDUCATION

85. ABBAS, Mohammed. Sind Mein Ta'aleemi Islahaat (Education Reforms in Sind) --- Mashriq (Karachi) October 8, 1972 (U).

Due importance was never given to education in our country, and the result was that we soon found ourselves limping far behind our neighbours in the race of development. In the past both the teachers and the students were ruthlessly exploited. But the situation now changed. After the educational reforms tuition fee is charged at a uniform rate in all the colleges of Sind, including the Missionary Colleges. The schools that have been exempted from nationalization have been directed to charge the tuition fee at the old rates. These schools shall also pay salaries to the teachers as fixed by the Government. It is also

gratifying to note that in order to eliminate the curse of unemployment, the Government have formulated a program known as 'Peoples Works Program' under which big projects will be started to provide employment to the toiling masses.

86. AHMAD, Musharraf. Ta'aleemi Idaraon Ko Qaumianey Ki Mokhalefat (Opposition to Nationalize Educational Institutions) --- Hurriyat (Karachi) August 24, 1972 (U).

One has to admit the fact that after Pakistan came into being, education began to be treated as a commodity. Many educational reforms were introduced in the past, but very little attention was paid to discourage this tendency of commercializing education. Now when the present Government has announced its decision to nationalize all educational institutions, vested interests have launched a campaign against the scheme. They are not only opposing the decision, but also inciting the teacher community to express their resentment. But majority of the teachers have supported the steps taken by the Government. Parents and students are also happy that the days of exploitation are over. They also hope that the standard of teaching would improve and their financial burden would be lightened.

87. AHMED, Zahoor. End of Teachers' Exploitation --- Pakistan Times (Lahore) October 1, 1972.

The teaching community would better appreciate the significance of the nationalization of colleges in view of the terrible life they had been living so long. Until partition a number of private colleges were considered to be well-organized and their teachers were sometimes better paid than their counterparts in Government colleges. But after partition the management of these colleges was seized by those who were motivated by greed for money and lust for power. In the short span of a few years they succeeded in converting the colleges into personal enterprises. Conditions in the Mufussil colleges were much worse. Qualified teachers were engaged on token salaries and were forced to sign receipts for inflated amounts. The most miserable thing for the teachers of private colleges was the insecurity of services. The managements took care to select only those who bowed to their whims.

88. AHMED, Zeenat Rashid. A Dream Coming True --- Morning News (Karachi) October 12, 1972.

The new education policy promises to make education free and

universal up to class X in two phases. The first phase has already begun, and education is now free up to class VIII in all Government and newly nationalized schools. In the second phase, starting from October 1, 1974, free education will be extended to Class IX and Class X in all schools. It is expected that primary education will become universal for boys by 1979 and for girls by 1984. By making education free up to class VIII, the Government has taken a step that will bring about a cultural revolution in course of time. Nationalization of schools and colleges will expedite the process of equalizing opportunities and facilities for children of all classes. Nationalization of educational institutions, the mass literacy drive, and all other educational reforms have a fair chance of success if there is a will to work, and the nation settles down to constructive endeavours. Tension and violence, are hardly conducive to discipline and academic work within educational institutions.

89. ALI, Mansoor. What is the Future for Them --- Morning News (Karachi) October 15, 1972.

Five million students are now studying free up to class VIII in Pakistan as after the educational revolution. But what quality of education the nationalized schools and colleges have to offer to these students is a question yet to be answered.

It is feared that quality would suffer, because Government-managed institutions do not have a good reputation in these matters. The question arises who should come forward to raise the standard of education in the country, and who should be held responsible for lowering of the standard. The answer is all in equal measure - the teachers, the students, the parents, and the public. Nationalization of education is thus a challenge to us all.

90. HABIB, Hashmat. Qaumi Tehveel Mein Liye Janey Waley Idarey (The Nationalized Institutions) --- Hurriyat (Karachi) October 2, 1972(U).

It is apprehended that with the nationalization of educational institutions, petty political influences will grow and bring hardships to the teachers. The standard of teaching will also be affected. As a safeguard against these possibilities, the Sind Private Teachers' Association has demanded that all schools of the province be nationalized simultaneously. The Association has also sent a charter of demands to the Government, urging it to take the

following steps in all schools: 1) withdrawal of Rule 118 of the amended Martial Law Ordinance; 2) Payment of all dues to the teachers before October; 3) fixation of salaries and grant of other facilities to all teachers according to the scales fixed for the teachers of Government institutions; 4) proper representation of teachers in all Educational Councils; 5) upgrading of the status of the teachers of Secondary schools to that of Second Class Gazetted Officers; 6) free education to the children of teachers; 7) acceptance of the right of association of teachers; and 8) fixation of seniority of service on the basis of length of service.

91. HAIDER, Masood. Making The Best Of Nationalization --- Morning News (Karachi) November 30, 1972.

With the nationalization of all privately managed schools, the teachers of these schools are now making demands similar to those put forward by their counter-parts in government colleges. They are confident that their just demands would be accepted by the government.

After the nationalization of private colleges some interesting contradictions have come to light. The Directorate of College Education has found that till November 15 some colleges did not enroll even a single student, whereas, in previous years their roll-call had been in hundreds. The reason was that previously the private managements used to enroll students at the end of the session when examination forms were about to be sent. A student who did not attend the college the year round, but paid his fees in full, was allowed to appear as a regular student from these colleges. This practice came to a sudden stop after the take-over of the colleges. Hence the shortage of students. The educationists suggests that various institutions should be merged to make manageable units.

92. HAIDER, Masood. The Needless Fear --- Morning News (Karachi) October 12, 1972.

It is argued among the educationists that the standard of education will deteriorate following the nationalization of the bulk of educational institutions in the province, and that with the weak administration, both quality and quantity will not be able to

cope with the wholesale take-over of educational institutions. It is feared that the Government would not be able to achieve even the minimum standard of education. The administrative machinery should, therefore, be decentralized and distributed among various autonomous units in the various sectors. It is suggested that an autonomous Board of Governors including nominees of students and teachers should be constituted for every ten or twelve nationalized schools of particular area. Such a Board can efficiently administer and maintain the standard of education without involving the Education Ministry and wasteful office correspondence. This Board should be headed by an eminent educationist and should be directly responsible to the Directorate of Education. A regular training program for the teachers of the Government and nationalized schools and colleges should be instituted. The committees, which have been assigned the job of drawing up new syllabi of education, should plan it in consultation with the economic planners. This is absolutely necessary for sound, practical, and standard education which is the prime need of the hour.

93. HUSSAIN, Ahmed. Kutch Ta'aleemi Masail Key Barey Mein (Few Words On Education Problems) --- Hurriyat (Karachi) October 2, 1972(U).

With the nationalization of educational institutions, corruption and other evils have diminished. But so far no practical progress has been chalked out by the Government for reducing the rate of illiteracy. It is also not known how the Government will go about providing compulsory primary education for all. The question has assumed importance because after the nationalization of educational institutions private enterprise has been eliminated from the field of education, and the Government itself has to open schools in sufficient numbers during the next seven years to educate all children in the country.

Next comes the question of adult literacy. Planning is said to have begun on the pattern of 'Literacy Corps', but nothing definite is known about it so far.

We are facing the problems of syllabus and the system of examination. Both problems need to be solved on priority basis. Unless our syllabus is prepared according to the demands of the changing time and drastic changes are made in the system of examination, we cannot achieve the objectives of the new educational reforms.

94. HUSSAIN, Karrar. Ta'aleemi Idarey Qaumi Milkiyat Mein (Nationalization of Educational Institutions) --- Hurriyat (Karachi) October 2, 1972 (U).

Under the nationalization scheme of educational institutions, the Government have taken various steps to streamline our educational setup. This policy will help solve many problems faced by the teachers, the students, and the parents.

The teachers belonging to private institutions have been facing various problems and difficulties. Because of the insecurity of their tenure and financial difficulties, they did not take much interest in their profession. Now, with the nationalization of educational institutions, the conditions have completely changed. All the teachers have guarantee^{of} their employment. In Karachi alone, three hundred to three hundred fifty teachers, who were working part time, have now been declared full-timers. Moreover, they have been granted all the facilities that the government teachers have been enjoying. Students too have been benefitted. They would not have to pay tuition fees at a scale higher than that fixed for Government colleges.

95. KHAN, Ali Ahmed. Nationalization of Schools --- Morning News (Karachi) November 17, 1972.

The writer puts the following questions to the Education Department of Sind Government.

1) What will happen to the B.A., B.Ed. teachers now employed in the nationalized primary schools? 2) Whether these teachers will be transferred to secondary schools or continue to teach in primary schools. In the former case, will their present pay be affected? 3) Whether the teachers of nationalized schools are entitled to dearness allowance, they have been receiving before nationalization from their old managements? 4) How will their seniority be determined, if they are transferred to secondary schools? 5) Whether there is any proposal for transferring the teachers nearest to their place of residence? 6) As promised earlier, is the Government going to refix their pay in the National Pay Scales without prejudice to their present pay, including dearness allowance, etc.? 7) When does the Government intend to pay these teachers their held-up salaries for the past few months? 8) What about their provident fund and other dues which the old managements owe them?

These and other such questions are now agitating the minds of the teachers of nationalized schools. The Government of Sind should come out with an early clarification of these points, so that the teachers may wholeheartedly devote their attention to their profession.

96. MALJI, H.R. Free Education --- Morning News (Karachi) November 28, 1972.

The era of free education is at last dawning in Pakistan after more than two decades. Schools that had been once established to provide education to the sons and daughters of a poor community at a nominal fee of Rs.2/- were slowly taken over in the name of religion by different Trusts and Foundations run by vested interests. These commercial institutions were incapable of meeting the challenges of the modern world and preparing the younger generation for the future struggle. Education had become a problem for the deserving and needy. These Foundations and Trusts should be liquidated and their resources should be used to open better schools with well paid teachers. Even an education cess may be levied to make a success of the new education policy.

97. MEHER, Sultana. Ta'aleemi Masail Aur Unka Hal (Educational Problems and Their Solution) --- Jang (Karachi) October 10, 1972 (U).

One of the questions that have been causing concern to the parents since the nationalization of educational institutions is whether the standard of teaching will be brought up to, and maintained at, the level that had been attained in some of the best schools before the Nationalization. Experience shows that the standard of teaching in Government schools has always remained low. Very little individual attention was paid to students because of overcrowding in class rooms.

It is said that eighty million rupees have been spent in Sind alone on the nationalization of educational institutions. It would have been better if the Government would have spent this amount on opening new schools throughout the province. As nationalization of schools has already taken place, what the Government could do is to allow the opening of new schools throughout the province. The biggest flaw in the educational reforms is that the number of educational institutions remains the same as in the past. It would be in the best interests of the country if the Government allows the establishment of new schools and colleges.

98. MINHAJUDDIN. Nationalized Education - Some Problems ---
Pakistan Times (Lahore) October 16, 1972.

There are certain points of the nationalization scheme that need consideration at the highest level. The first is the fixation of the retiring age for teachers. In a country like Pakistan where there is a dearth of talent in all fields, it would be a misfortune to prevent teachers from continuing beyond 58. Even in developed countries where there is no dearth of talent, the retiring age of teachers is higher than that of other public servants. Even in our own universities the retiring age of teachers is 60 and they can continue upto 65. If the Government wants to solve the problem of the educated unemployed, retiring teachers also at 58, it is going to lose the services of hundreds of experienced, competent and capable teachers and educationists.

Secondly, the fate of teachers who have been retired from service on 1st September 1972 deserves reconsideration. These teachers fall into two categories: 1) those who were already retired Government servants but were serving as professors or principals in private institutions, and (2) those who had served all their lives in private institutions, but under the terms and conditions of their contracts they still had to put in several years of service in their respective institutions. Depriving them of their jobs on reaching the official retiring age, therefore, means throwing them on the road.

99. NAEEM, Humaira. Nai Ta'aleemi Policy (New Education Policy) ---
Hurriyat (Karachi) October 2, 1972 (U).

It is gratifying to note that more emphasis is being laid on the spread of literacy in the country. Nearly forty million uneducated people leading an aimless life will now be able to take full part in the task of national reconstruction. The new policy aims at resolving all the problems of the students.

By Nationalizing the educational institutions, the Government have recognized the principle that national education is a direct responsibility of the Government. Under this policy all the colleges and one thousand and four hundred and ten schools have been nationalized in Sind province alone. The immediate result would be that all children would now receive better education in standard institutions and pay less tuition fees.

100. RAHMAN, Inamur. Ta'aleemi Idaron Ko Qoumiyaney Ka Pas Manzar (Background of the Nationalization of Schools) --- Jang (Karachi) October 8, 1972 (U).

The revolutionary change in the system of education according to the needs and aspirations of a nation is a monumental work, which cannot be done in haste. The reforms that have been announced in the new educational policy are not an end themselves. Everybody will agree that effective steps have been proposed in the policy to help solve various problems. The proposals are: 1) to raise the number of all educational institutions from primary to university levels and lay emphasis on technical education; 2) to print books on reduced price and to open a publishing house for printing foreign technical books within the country, 3) to set up libraries in all parts of the country; 4) to make education free up to class VIII; 5) to make the education compulsory upto primary level; 6) to increase the number of stipends and scholarships and to lessen the expenditure on higher education; 7) to raise the status of teachers and provide them security of employment. These are some of the proposals which, if implemented, would change the whole system of education in the country.

101. SAEED, Ahmad. Private Colleges --- Pakistan Times (Lahore) September 27, 1972.

Under the latest Ordinance, the Government of Punjab has absolved itself from the responsibility of honouring the contracts entered into by private managements and paying the debts and liabilities incurred by them before March 15, 1972. The sanctity of contracts is observed in all civilized countries of the world. Even when crumbling business concerns are nationalized, the government accepts the responsibility for debts and liabilities while taking over their properties and assets.

Many old and experienced teachers, who still had many years to serve in private colleges according to their contracts with their managements, have been deprived of their jobs from September 1, because the Government has refused to honour their contracts with their former managements. The Government will only doing the right thing if it reconsiders the whole matter and honours the lawful contracts entered into by private managements before March 15, 1972.

102. SHAD, Ashraf. Niji College Aur Qaumi Milkiyat (Private Colleges and Nationalization) --- Mashriq (Karachi) August 22, 1972 (U).

Although private colleges will have to close shop after nationalization, more and better facilities will become available to both teachers and students. The long-standing demand for reduction in tuition fee will also be fulfilled, and a change for the better will come in the financial condition of teachers who have been long exploited by the management of private colleges. They will be brought at par with the teachers belonging to government colleges in respect of salary and other amenities.

It is said that as the government is financially hard pressed, it shall not be able to manage the nationalized institutions, and shall be forced to close them down. This propaganda will mislead only those who have not studied the report submitted by the Expert Committee on nationalization. The malpractices committed by the management of private colleges, as revealed by the Enquiry Committee in a report in 1971, are no more a secret. The managements of private colleges are not in favor of nationalization for the simple reason that they will lose their black business.

103. SHAD, Ashraf. Ta'aleemi Islahaat (Education Reforms) --- Mashriq (Karachi) October 8, 1972 (U).

The Government of Sind will have to spend 80 million rupees more as a result of the nationalization of schools and colleges. Thus, a big chunk of the provincial budget will be spent on education. Education has been made free from class I to class VIII which means that more than a million students will be benefited.

One of the most striking features of the reforms is that the poor children of the rural areas will get an opportunity to attend the schools. Previously their parents could not think of sending their children to school because of their poverty. The percentage of illiteracy will now begin to decline. The government has also increased the number of scholarships to the students belonging to rural and tribal areas. It is, therefore, hoped that the reforms introduced by the Government will revolutionize the society as a whole.

104. USMANI, Mohammed. Niji Darsgahein Aur Ijaradari (Private Schools and Monoply) --- Jang (Karachi) October 8, 1972 (U).

The present Government has taken a revolutionary step by nationalizing almost all colleges and schools. This is a unique example of educational reforms on such a wide scale in the history of Asia. The main purpose of this reform is to bring up the new generation according to national needs, so that our children, who are the hope of the future, can play a positive role in the reconstruction of the country. The most significant fact is that for the first time the teachers have been accorded a respectable status in society, and their services have been safeguarded. Besides this, parents have been relieved of paying high tuition fees. The teachers in their turn should now discharge their duties honestly and efficiently.

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